

RATIONALE

Our Centre is committed to ensuring that the transition period for children and family/whānau is positive and respectful. Time will be taken to ensure that children and family/whānau settle in. Advice and guidance will be given with respect to children transitioning to school.

OBJECTIVES

1. To clearly outline process of settling children into life at our Centre;
2. To establish a system for following up with the family/whānau once they have settled into the Centre;
3. To assist family/whānau with a process of transition to school.

GUIDELINES

PROCEDURE FOR SETTLING CHILDREN INTO LIFE AT OUR CENTRE

The purpose of a successful transition programme is to establish trusting relationships and Learning Curves will ensure that:

- Family/whānau will receive an Enrolment Pack, including the following:
- Family/whānau Induction
- Current Fee Schedule
- Enrolment Contract
- Parents Voice form, “All about me” form and a Pepeha

1. The Kaitiaki will check all the paperwork and sign off the Service Declaration and complete an Enrolment Checklist; collect ID's, vaccination certificates etc.
2. Family/whānau are strongly encouraged to bring their child for at least two one hour visits, before the actual start date.

The purpose is to allow time for themselves and their child to become familiar with the new environment and to liaise with teachers sharing information about their child. 10am until 11am is a suitable time, but is flexible to accommodate families needs. If more transition visits are required, this is in consultation between management and family.

3. Family/whānau are introduced to the Centre Cook to discuss the menu provided and any special dietary needs they may require;
4. We will acknowledge the cultural needs of each family/whānau and actively seek information from them on ways we can be sensitive and inclusive;
5. Children will be assigned a primary-care teacher who will liase with the family/whānau to ensure the daily care programme for their child is being met. If the child feels more comfortable with another teacher, then this relationship is fostered, and that teacher becomes the primary caregiver.
6. Talking to family whānau about any other needs required for your child; ie health
7. Parents are re-introduced to all staff, and shown around the centre, detailing where they need to sign in or out, where to find lost clothing, shoes, menus and daily routines.
8. On the final visit, parents are invited to leave their child at the centre for 30 minutes so we are able to evaluate how the child is settling in so far.

TRANSITION TO SCHOOL PLAN

PRINCIPLES

1. To include family/whānau as partners in the transition to school programme, in line with our centre philosophy
2. To include the child as a partner in the transition to school programme;
3. To value each child as an individual;
4. To establish links with local primary schools and create a partnership in the transition to school programme.

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This will be achieved through the following actions:

1. Any programme will remain flexible enough to follow the interests of the child and address emergent interests;
2. A transition to school programme will be provided and will include a programme for developing competency with numeracy, literacy, self-help, self-regulation, fine and gross motor skills and oral language;
3. Children with special needs will be considered an integral part of the programme and encouraged to participate with and alongside all the other children;
4. The Transition to School programme will include:
 - Completing a “Parents Voice” at the beginning of enrolment, or at the beginning of the year. This could even be done for their 4th birthday. This includes:
 - ◆ Meetings and/or discussions with family/whānau to outline aspirations for their child;
 - ◆ An assessment of the holistic development of the child to develop an individual learning programme;
 - ◆ Conversations with children about their ideas on what they want to learn before they start school;
 - Assessment information gathered on the goals from the individual learning programme;
 - Providing a Lending Library for children and their families;
 - Review of the learning programme when the child turns 4 ½ years;
 - Daily transition to school programme for all children in the programme;
 - Lunch box days each week
 - Field trips where the children travel into the community one day each term;
 - Ample visits to a local primary school each term;
 - Summary of learning goals and outcomes once the child turns 5 years.

PROVIDING SUPPORT FOR FAMILY/WHĀNAU IN THE TRANSITION TO SCHOOL PROCESS:

This will be achieved through the following actions:

1. Connect with families to create a partnership in the transition to school programme, ensuring their aspirations are being met;
2. Family/whānau will be asked if they have decided on a primary school and if school visits have been organised. If family/whānau need support in this area staff members will arrange to visit the school with them;
3. Family/whānau will be supported in finding out information about local schools.
4. Each child will have an individual Portfolio, if an authority has been given, with learning stories, linking to their transition to school learning programme.

Creating a Professional Partnership with Local Primary Schools:

This will be achieved through the following actions:

1. We will approach local primary schools and ask to be invited to special event days, so the children get the feel for school;
2. The local primary schools will also be approached to see if they are amenable to the teaching team visiting the new entrant classes once a year to meet the new entrant teachers and develop a professional partnership;
3. We will discuss, with the new entrant teachers, skills that they would like to see developed through our transition to school programme.